

Behavior Intervention Plan Components

Student: CH

Grade: 3

Date of Birth: 10/07/08

Age: 9

Date: 12/07/17

School: Roosevelt Elementary School

Teacher: Mrs. O

Support Staff: Ms. Roel

- **Target Behavior**

- CH has been disruptive the last few months. He has verbal outbursts and will start to use physical aggression towards students when he doesn't get his way. He doesn't have any anger management skills and will yell at his teacher and other students. He also starts calling student's names if they get into an argument. CH tends to make everything into an argument when trying to have a conversation. During curriculum CH will disrupts the class if he feels the activities are not fun.
 - Physical aggression
 - *Any part of CH's body parts comes into contact with another student with force.*
 - Disrupting students during Curriculum
 - *A loud audible sound or words comes from CH that disturbs the other students in the learning environment (other students become engaged with what CH is doing).*

- **Function of Behavior**

- Through direct observation, the Motivation assessment scale (MAS) and the Functional Analysis Screening Tool (FAST) complete by his teacher, after school staff, and special education teacher, CH hypothetically engages in physical aggression and disruptive outburst to escape from the activity and play scenarios.

- **Baseline of Target Behavior**

Date Rate (Number of target behavior occurrence within an hour)

27-Nov - 15

28-Nov - 23

29-Nov - 19

30-Nov - 17

1-Dec - 20

4-Dec - 14

5-Dec - 24

6-Dec - 21

7-Dec - 16

8-Dec - 22

- **Replacement Behavior**

- In order to escape a play scenario, CH will ask to remove himself from the situation.
- In order to escape from the activity, CH will go through the entry event with the class and then will ask to read his book if he feel the activity is not fun. If CH realizes he wants to participate he will ask the teacher to join the group again.

- **Intervention Plan (Including Positive Behavioral Supports)**

- The student and teacher will come up with a cue with the teacher that they will know they need to fix their behavior. The teacher will use the cue when he/she see that CH is being disruptive or is

getting into situation that he doesn't need to be in. There will be communication between teachers in the school (recess duty staff, lunch staff, etc.) and home when CH both good and bad days. This is let parents and teachers know everything at home may be triggering CH. There is no need for supervision or curriculum modification for CH.

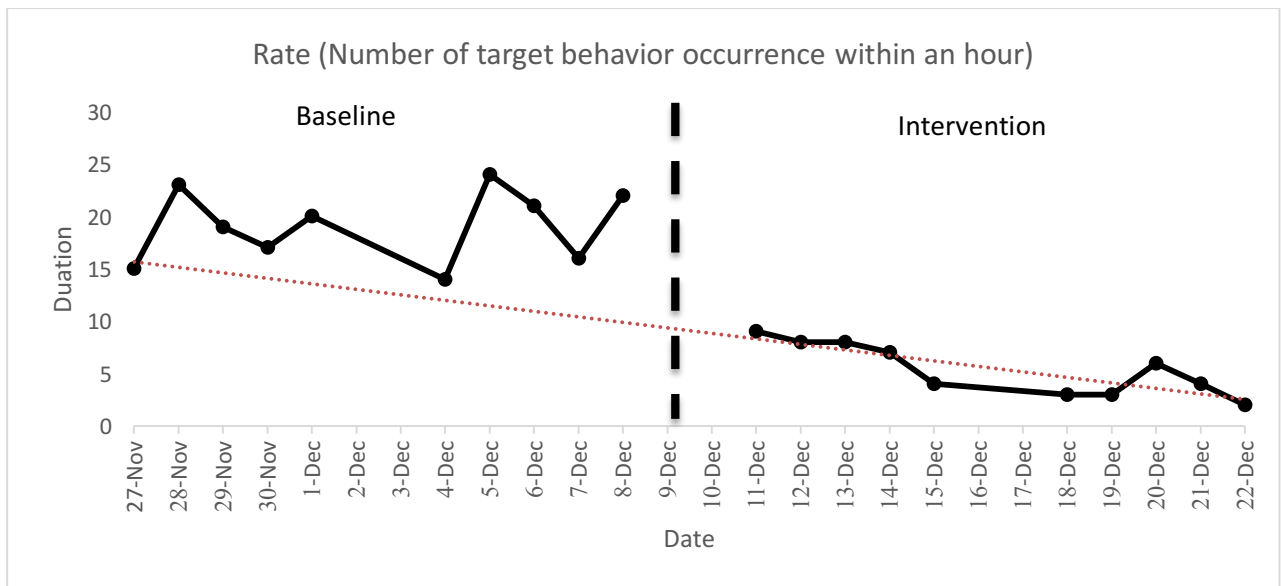
- **Consequence for "Extreme" Behavior**

- CH will be sent home for the remainder of the day if multiple warnings are given, and CH still does not clam down.
- CH may be sent to the office to speak with the administrator.
- CH will apologize to other he engages with physical aggression towards.
- CH will apologize to his teacher when he has been disruptive for 50% of the class time.

- **Data Collection Method**

- Data will be collected through observation by special education teacher.
- Frequency- Rate (Number of target behavior occurrence within an hour.

- **Graph of Date**



- **Recommendations for further Plan Adjustment**

- If the plans need to be adjusted I would recommend that CH sits in the front of the room so he is not distracted by other students.
- I would also recommend that there is a calm down corner in the room so when CH to take a break he has an area he is able to go to.
- Lastly, I would have students sit in table groups that I know work well together. This is give CH the chance to be a leader in a group that he works well with.

- **Date for Plan Review**

- The behavior intervention plan will be reviewed and altered after 15 weeks from January 3rd, 2018. This will give CH enough time to understand that new expectations and allows time for teachers to teach the replacement behaviors and turn it in to a positive behavior.